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ABSTRACT

During the 1979-1980 school year, 700 Hispanic students from grades one through nine in seven schools in the Bronx, New York, participated in the Comprehensive Approach to Bilingual Education Program. The program included an instructional component that emphasized the acquisition of English as a Second Language, Spanish and English reading skills, cultural awareness, and achievement in social studies. Additional program components included staff development and parent and community participation. The program was evaluated through the analysis of student achievement data, evaluator observation, and rating scales and questionnaires completed by program staff. Standardized test scores indicated that pupils in grades one through four, six, and seven made significant gains in reading. No additional achievement data were available. Staff evaluations were generally positive. Activities planned to involve parents were successful and staff training workshops were satisfactory. Rating scales, questionnaires, and tables of data are included. (MK)

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COMMUNITY SCHOOL DISTRICT #9
Roland N. Patterson, Ed.D.
Superintendent

COMPREHENSIVE APPROACH TO BILINGUAL EDUCATION

FINAL REPORT

TAX-LEVY YEAR 1979-80

An evaluation of a New York City School District Educational project funded under Title VII of the Elementary and Secondary Education Act of 1965 (13.403) performed for the Board of Education of the City of New York for the 1979-80 school year.

Jerome A. Greene
President, Community School Board

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DISTRICT OFFICE OF RESEARCH AND EVALUATION

1980

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COMMUNITY SCHOOL DISTRICT 9
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1980

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PROGRAM DESCRIPTION

This concludes the fourth year (1979-1980) of operation of the Comprehensive Approach to Bilingual Education Program. Seven hundred (700) pupils in seven (7) schools participated. The schools are:

SCHOOL	NUMBER OF CHILDREN
CES 28	30
CES 64	30
CES 88	30
CES 90	30
CES 114	30
CES 235	30
CJHS 117	250

CRITERIA FOR STUDENT SELECTION

Students selected as participants in the program were identified as:

1. Those students who were recent arrivals and who speak little or no English.
2. Those students determined by the Language Assessment Battery (which indicates level of language dominance).
3. Those students who are two or more years below grade level as indicated by the results of the

Standardized Reading Tests in English (New York Reading Test).

4. Those students selected through teacher assessment and recommendation .

SUPPORT DATA OF IDENTIFIED NEEDS

The need for the program can be readily supported by the following data:

1. The number of Hispanic school graduates remains below the city wide pattern for other groups.
2. There is a wide range of socio-economic problems, including a lack of proficiency in English.
3. Standardized test scores continue to indicate that the Hispanic population is two or more years below the norm.
4. The Language Assessment Battery (test of reading, writing, speaking and listening competence) identifies many children of limited English-language proficiency.
5. The district daily attendance average of 82% is low.
6. There is a low educational level of parents including illiteracy in English, Spanish, or both languages.

Performance indicators of the State Education Department report on the Pupil Evaluation Program relate these various socio-economic and linguistic factors in anticipated achievement. The intervention of this program can nullify the deleterious effects which these conditions imply. The program provides for the student who remains in the same neighborhood and for the student who moves frequently. The purpose of this program is to meet this need by providing a comprehensive program which will make provisions for both student patterns by providing appropriate diagnosis and instructional flexibility to meet the need of the target group.

PROGRAM EVALUATION OBJECTIVES

1. Students in all grade levels will make substantial gains ($p < .05$) in acquiring basic skills in English through instruction in English as a Second Language over the school year as measured by the Inter-American Test.
2. Students in all grade levels will make substantial gains ($p < .05$) in acquiring basic skills in Spanish as a First Language over the school year as measured by the Inter-American Test (Spanish Version).
3. English dominant students (40% of total number of participating students) will make substantial

gains ($p < .05$) in English reading skills as measured by the New York City Reading Test.

4. Students in all grades levels will gain an understanding of their own cultural heritage and the other cultures represented in the City through instruction and cultural activities throughout the school year. Growth in cultural awareness will be measured by teacher evaluation.

5. Students in all grade levels will gain an understanding of Social Studies and historical data as measured by use of the district's mandated Social Studies Curriculum Guides developed by the Curriculum Task Force of Community School District No. 9 and teacher-made tests based on the skills included in the aforementioned guides.

STAFF OBJECTIVES FOR FOURTH YEAR

The proposal outlines objectives related to staff development including competence, self-awareness, increasing knowledge of techniques and materials for testing and teaching, and increasing parent-teacher communication and cooperation.

PARENT AND COMMUNITY OBJECTIVES FOR FOURTH YEAR

The proposal outlines objectives including the

increase of parent understanding of program goals, and the increase in parent participation at all implementing and evaluating) of program operation.

PROGRAM DESIGN

The following components are basic to the program design:

1. The diagnosis of individual needs.
2. The individualization of instruction.
3. A team approach in which teachers, administrators and community work together for the growth and development of children.
4. The achievement of competence in the use of the English language.
5. Skills development through bilingual instruction.
6. Use of linguistically integrated groups, where appropriate.
7. Grouping for instruction.
8. Inclusion of various activities and experiences to expand knowledge and understanding of their immediate environment and the larger community and world.
9. Team teaching to share and develop professional skills and understandings.

10. Staff workshops and college level coursework to develop teaching techniques and materials.

11. Increased parent participation, home visits, and monthly parent meetings.

12. Study of the cultures and histories of the pupils and that of the United States, including field trips and multicurricula activities.

EVALUATION PROCEDURES AND METHODOLOGIES

Evaluation Objectives, One, Two, and Three

The primary standardized measure used as a criterion for evaluating the above objectives was the Inter-American Tests of Reading, Forms A and B.

The evaluation design can be best characterized as a Single Group Repeat Measure type (see Figure 1). Program impact would be implied as the result of the analysis of variance procedure using pre and post-tests scores, for the Spanish and English tests across all schools for a grade.

FIGURE 1

Data Set for the Inter-American Sub-Tests

GRADE LEVEL	SPANISH		ENGLISH	
Schools	Pre	Post	Pre	Post
CES #	X11	X11	X1	X1
CES #	X12	X12	X1	X1

X1 = Indivudual Pupil Score

Table 1 shows the mean scores for pre and post-tests with the observed difference for each grade across all schools. For each, an increase in both English and Spanish Reading is shown.

However, the use of the anlysis of variance and t-test of significant difference provided additional insight regarding the nature of pupil achievement. Tables IV-X11 summarize the achievement pattern of each grade for all pupils tested using the Inter-American Series Test and Table III summarizes these findings across all schools for each grade. The last column indicates whether or not the observed mean scores are significant as determined by $p < .05$.

TABLE 1

OBSERVED MEAN SCORES FOR PRE AND POST-TESTING

ACROSS ALL SCHOOLS FOR EACH GRADE

	SPANISH			ENGLISH		
GRADE	PRE-TEST	POST-TEST	DIFFERENCE	PRE-TEST	POST-TEST	DIFFERENCE
1	18.3	43.0	24.7	17.2	36.53	19.33
2	54.3	60.0	5.7	58.6	61.7	3.1
3	68.6	79.35	10.75	63.6	77.65	14.05
4	25.0	30.0	5.0	24.6	35.17	10.57
5	29.6	39.8	10.2	23.4	41.9	18.5
6	38.7	46.3	7.6	46.9	52.1	5.2
7	26.4	32.8	6.4	22.1	27.0	4.9
8	30.4	37.3	6.9	31.0	32.1	1.1
9	34.6	40.1	5.5	28.4	32.2	3.8
TOTAL	325.9	409.65	82.75	315.8	396.35	80.55
	$\bar{M}$= 36.21	$\bar{M}$= 45.52	$\bar{M}$= 9.19	$\bar{M}$= 35.09	$\bar{M}$= 44.04	$\bar{M}$= 8.95

N = 9

N = Number of Grade Groups

$\bar{M}$ = Number of Group Average

-7-

TABLE 2

INTER-AMERICAN SERIES TESTS

SUMMARY OF FINDINGS AND ANALYSIS ACROSS ALL SCHOOLS FOR

EACH GRADE USING ANALYSIS OF VARIANCE AND DERIVED t-TEST COEFFICIENT

GRADE	F	DF_1	DF_2	F AT .01	F AT 05	t	t at .01	t at .05	S.D	F Value ANALYSIS
1	2.5	7	148	2.47	2.08	1.58	3.50	2.36	15.4	Significant
2	7.2	3	88	4.01	2.71	2.68	5.84	3.18	13.01	Significant
3	13.1	5	123	3.17	2.29	3.62	4.03	2.57	17.57	Significant
4	2.37	7	133	2.81	2.09	1.54	3.50	2.36	13.2	Significant at .05
5	.51	3	79	4.04	2.72	.71	5.84	3.18	11.93	Not Significant
6	4.0	3	91	4.01	2.71	2.0	5.84	3.18	11.5	Significant
7	6.57	5	118	3.17	2.29	2.57	4.03	2.57	9.4	Significant
8	1.32	5	53	3.41	2.41	1.15	4.13	2.57	10.4	Not Significant
9	1.92	3	52	4.20	2.79	1.4	5.84	3.18	12.4	Not Significant

TABLE 3

ACHIEVEMENT PATTERNS OF PUPILS TAKING THE SPANISH AND ENGLISH SUB-TESTS OF THE INTER-AMERICAN SERIES TEST

GRADE ONE - 1980

SUMMARY: ANALYSIS OF VARIANCE

SOURCE OF VARIATION	DF	SUM OF SQUARES	MS	SD
Between Groups	7	4209.3	601.3	
Within Groups	148	35089.8	237.1	15.4

$F = \frac{601.3}{237.1} = 2.53$

$t = 1.58$

$t\ .05 = 2.36$

$F = at\ .01 = 2.47$

$F = at\ .05 = 2.08$

$df_1 = 7$

$df_2 = 148$

Analysis

The findings indicate that a significant difference has been observed among pre and post-test scores, (e.g., $p < .01$).

TABLE 4

ACHIEVEMENT PATTERNS OF PUPILS TAKING THE SPANISH AND ENGLISH SUB-TESTS OF THE INTER-AMERICAN SERIES TEST

GRADE TWO - 1980

SUMMARY: ANALYSIS OF VARIANCE

SOURCE OF VARIATION	DF	SUM OF SQUARES	MS	SD
Between Groups	3	3647.1	1215.7	
Within Groups	88	14916.6	169.5	13.01
$F = \frac{1215.7}{169.5} = 7.17$	F = at .01 = 4.01		Analysis	
	F = at .05 = 2.71		A significant difference	
t = 2.68	$df_1 = 3$		$F = 7.17$, $p < .05$ can be	
t .05 = 3.18	$df_2 = 88$		observed in the performance pattern of the children.	

TABLE 5

ACHIEVEMENT PATTERNS OF PUPILS TAKING THE SPANISH AND ENGLISH SUB-TESTS OF THE INTER-AMERICAN SERIES TEST

GRADE THREE - 1980

SUMMARY: ANALYSIS OF VARIANCE

SOURCE OF VARIATION	DF	SUM OF SQUARES	MS	SD
Between Groups	5	20211.1	4042	
Within Groups	123	37995.0	308.9	17.57

$F = \frac{4042}{308.9} = 13.1$

F = at .01 = 3.17

F = at .05 = 2.29

$t = 3.62$

$df_1 = 5$

t .05 = 2.57

$df_2 = 123$

Analysis

The findings indicate a significant difference in pre and post-tests, $F = 13.1$, $p < .05$. This further supported by the derived t-test coefficient, $t = 2.57$, $p < .05$.

TABLE 6

ACHIEVEMENT PATTERNS OF PUPILS TAKING THE SPANISH AND ENGLISH SUB-TESTS OF THE INTER-AMERICAN SERIES TEST

GRADE FOUR - 1980

SUMMARY: ANALYSIS OF VARIANCE

SOURCE OF VARIATION	DF	SUM OF SQUARES	MS	SD
Between Groups	7	2890.1	412.9	
Within Groups	133	23181.0	174.3	13.2

$F = \frac{412.9}{174.3} = 2.37$

$t = 1.54$

$t_{.05} = 2.36$

$F = at\ .01 = 2.05$

$F = at\ .05 = 2.81$

$df_1 = 7$

$df_2 = 133$

Analysis

The findings illustrate that the mean increase as observed between pre and post-test scores, is significant, $F = 2.37$, $p < .05$.

TABLE 7

ACHIEVEMENT PATTERNS OF PUPILS TAKING THE SPANISH AND ENGLISH SUB-TESTS OF THE INTER-AMERICAN SERIES TEST

GRADE FIVE - 1980

SUMMARY: ANALYSIS OF VARIANCE

SOURCE OF VARIATION	DF	SUM OF SQUARES	MS	SD
Between Groups	3	219.4	73.1	
Within Groups	79	11252.6	142.4	11.93

$F = \frac{73.1}{142.4} = .51$

$t = .71$

$t_{.05} = 3.18$

F = at .01 = 4.04

F = at .05 = 2.72

$df_1 = 3$

$df_2 = 79$

Analysis

The findings do not substantiate the observed mean difference as being significant between pre and post-test scores, $F = .57$, $p > .05$. The derived t-test coefficient $t = 3.18$, $p > .05$ further supports the findings of the analysis of variance. No significant progress can be interpreted from the above data.

TABLE 8

ACHIEVEMENT PATTERNS OF PUPILS TAKING THE SPANISH AND ENGLISH SUB-TESTS OF THE INTER-AMERICAN SERIES TEST

GRADE SIX - 1980

SUMMARY: ANALYSIS OF VARIANCE

SOURCE OF VARIATION	DF	SUM OF SQUARES	MS	SD
Between Groups	3	1579.6	526.5	
Within Groups	91	12074.1	132.7	11.5

$F = \frac{526.5}{132.7} = 3.96$

$t = 1.99$

$t\ .05 = 3.18$

F = at .01 = 4.01

F = at .05 = 2.71

$df_1 = 3$

$df_2 = 91$

Analysis

The analysis of variance substantiates the observed significant increase between pre and post-test scores, $F = 3.96$ $p < .05$.

TABLE 9

ACHIEVEMENT PATTERNS OF PUPILS TAKING THE SPANISH AND ENGLISH SUB-TESTS OF THE INTER-AMERICAN SERIES TEST

GRADE SEVEN - 1980

SUMMARY: ANALYSIS OF VARIANCE

SOURCE OF VARIATION	DF	SUM OF SQUARES	MS	SD
Between Groups	5	2910.2	582	9.4
Within Groups	118	10443.4	88.5	

$F = \frac{582}{88.5} = 6.57$

$t = 2.57$

$t\ .05 = 2.57$

F = at .01 = 3.17

F = at .05 = 2.29

$df_1 = 5$

$df_2 = 118$

Analysis

The analysis of variance shows that the increase between pre and post-test scores is significant $F = 6.57$, $p < .05$. The derived t-test coefficient further substantiates that fact, $t = 2.57$, $p < .05$.

TABLE 10

ACHIEVEMENT PATTERNS OF PUPILS TAKING THE SPANISH AND ENGLISH SUB-TESTS OF THE INTER-AMERICAN SERIES TEST

GRADE EIGHT - 1980

SUMMARY: ANALYSIS OF VARIANCE

SOURCE OF VARIATION	DF	SUM OF SQUARES	MS	SD
Between Groups	5	717.4	143.5	
Within Groups	53	5733.0	108.2	10.4

$F = \frac{143.5}{108.2} = 1.32$

$t = 1.15$

$t\ .05 = 2.57$

$F = \text{at}\ .01 = 3.41$

$F = \text{at}\ .05 = 2.41$

$df_1 = 5$

$df_2 = 53$

Analysis

The findings indicate that pupil performance on the pre and post-tests were not significantly different $F = 1.32$, $p > .05$. The test coefficient further support that, $t = 1.15$, $p > .05$.

TABLE 11

ACHIEVEMENT PATTERNS OF PUPILS TAKING THE SPANISH AND ENGLISH SUB-TESTS OF THE INTER-AMERICAN SERIES TEST

GRADE NINE - 1980

SUMMARY: ANALYSIS OF VARIANCE

SOURCE OF VARIATION	DF	SUM OF SQUARES	MS	SD
Between Groups	3	883.6	294.5	
Within Groups	52	7995.2	153.8	12.4

$F = \frac{294.5}{153.8} = 1.92$

$t = 1.4$

$t_{.05} = 3.18$

F at .01 = 4.20

F at .05 = 2.79

$df_1 = 3$

$df_2 = 52$

Analysis

The summary analysis for pupils indicates the observed difference betwee pre and post-tests scores, is not significant, F = 1.9 $p > .05$. The derived t-test $t = 1.4$, $p > .05$ further supports the findings.

STAFF EVALUATION OBJECTIVES

No standardized measures are available to ascertain the level of achievement in cultural awareness and social studies. The degree to which teacher and parent interaction and involvement has increased cannot be measured either. Teacher interviews and questionnaires were used in order to gather data about some of the aspects of the program, and subjective views of its success.

Resource teachers and classroom teachers who were randomly selected were interviewed by the evaluator. The following is a summary of the findings.

POSITIVE ASPECTS OF THE PROGRAM

The following were cited as positive aspects of the program:

1. Teacher training.
2. Whole day workshops.
3. Cooperative, positive, receptive attitudes of teachers and principals.
4. Extra paraprofessional assistance.
5. Extra instructional materials.
6. Resource teachers who provided assistance in the development of visual aides and manipulative materials.

NEGATIVE ASPECTS OF THE PROGRAM

1. The Inter-American test was described as too difficult, the level as being too high. The Spanish component is considered more relevant than the English which is a direct translation. It was suggested that teacher made criterion-reference tests supplement the Inter-American Test.

OBSERVATION

Observations were made of classrooms in session during late May and early June. The evaluator found the program fully in effect with post-testing to begin within a week or two. Instruction varied from class to class and from school to school, and included individualized, group and whole class arrangements. A variety of materials were in use and the level of participation and interest varied greatly. In some instances, learning was teacher-directed and in others, pupils worked independently under the guidance and assistance of the teacher and/or paraprofessional. Classroom management varied from highly routinized, organized learning situations with objectives and tasks clearly outlined, to those which a more independent learning environment was visible.

QUESTIONNAIRES AND RATING SCALES

Questionnaires and rating scales were distributed by the resource teachers to the person they supervised (teachers and paraprofessionals). Each was asked to respond to the questionnaire (see Appendix A) and to rate him/herself on the self-rating scale (see Appendix B). The other rating scale (see Appendix C) was to be completed as follows:

1. Each resource teacher for each teacher he/she supervises.
2. Each teacher for each paraprofessional with whom he/she works.
3. Each paraprofessional for each teacher with whom he/she works.

All forms could be submitted anonymously and self-addressed stamped envelopes were provided to facilitate their return.

The number of respondents were as follows:

1. Self-Rating Scale
   - a) teacher 13
   - b) paraprofessional 5
   - c) resource teacher 2

2. Other Rating Scale

a) paraprofessional of teacher	7
b) teacher of paraprofessional	5
c) resource teacher of teachers	11

3. Questionnaires

a) teacher	15
b) resource teacher	1
c) paraprofessional	6

Attached is a summary sheet for each self-rating and other-rating scale. On the self-rating scale, all respondents rated themselves 1 or 2 on a scale of 1 (high) to 4 (low). On the other-rating scale, using the same 1 to 4 scale, the majority of responses were 1 and 2. Some ratings of teachers by resource teacher were 1 and 2. Some ratings of teachers by resource teacher were 3 and 4, but comparatively few. Consistently the pattern is one of midhigh (2) to high (1) for self and other ratings. The categories rated include observee's understanding and ability to teach content, ability to select appropriate materials, present it clearly and interestingly and to evaluate learning. These ratings scales seem to indicate that teachers and paraprofessionals have achieved a level of self assuredness in their knowledge and skills and this is susbstantiated by the other-ratings of resource teachers, and paraprofessionals.

SELF-RATING SCALE

SUMMARY SHEET

NAME OF OBSERVER (OPTIONAL): RESOURCE TEACHER

NAME OF OBSERVEE (OPTIONAL): SELF

NUMBER OF RESPONDENTS: 2

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
1. Understands course content, major principles, their development, and application.	2			
2. Effectively transmits course content to students as evidenced by their mastery of content.	2			
3. Selects and devises appropriate activities for effective learning.	2			
4. Recognizes and utilizes appropriate learning resources of the school and the community.	2			
5. Presents a lucid explanation of course concepts and principles.	2			
6. Gathers and interprets data and information in a manner that students find interesting and meaningful.	2			
7. Relates concepts and principles to student experiences.	2			

SELF-RATING SCALE

SUMMARY SHEET/CONT'D

NAME OF OBSERVER (OPTIONAL): RESOURCE TEACHER

NAME OF OBSERVEE (OPTIONAL): SELF

NUMBER OF RESPONDENTS: 2

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
8. Evaluates learning and diagnoses student(s) learning difficulty.	2			
9. Provides appropriate cognitive encounter for student(s) to insure academic mastery.	2			

SELF-RATING SCALE

SUMMARY SHEET

NAME OF OBSERVER (OPTIONAL): TEACHER

NAME OF OBSERVEE (OPTIONAL): SELF

NUMBER OF RESPONDENTS: 13

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
1. Understands course content, major principles their development and application.	12	1		
2. Effectively transmits course content to students as evidenced by their mastery of content.	8	5		
3. Selects and devises appropriate activities for effective learning.	9	4		
4. Recognizes and utilizes appropriate learning resources of the school and community.	10	3		
5. Presents a lucid explanation of course concepts and principles.	11	1		
6. Gathers and interprets data and information in a manner that students find interesting and meaningful.	8	4		
7. Relates concepts and principles to student experiences.	12	1		

SELF-RATING SCALE

SUMMARY SHEET/CONT'D

NAME OF OBSERVER (OPTIONAL): TEACHER

NAME OF OBSERVEE (OPTIONAL): SELF

NUMBER OF RESPONDENTS: 13

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
8. Evaluates student learning and diagnoses student(s) learning difficulty.	8	5		
9. Provides appropriate congnitive encounter for student(s) to insure academic mastery.	8	5		

SELF-RATING SCALE

SUMMARY SHEET

NAME OF OBSERVER (OPTIONAL): PARAPROFESSIONAL

NAME OF OBSERVEE (OPTIONAL): SELF

NUMBER OF RESPONDENTS: 5

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
1. Understands course content, major principles, development, and application.	5			
2. Effectively transmits course content to students as evidenced by their mastery of content.	4	1		
3. Selects and devises approriate activities for effective learning.	4	1		
4. Reconizes and utilizes appropriate learning resources of the school and community.	5			
5. Presents a lucid explanation of course concepts and principles.	5			
6. Gathers and interprets data and information in a manner that students find interesting and meaningful.	5			
7. Relates concepts and principles to student experiences.	5			

SELF-RATING SCALE

SUMMARY SHEET/CONT'D

NAME OF OBSERVER (OPTIONAL): PARAPROFESSIONAL

NAME OF OBSERVEE (OPTIONAL): SELF

NUMBER OR RESPONDENTS: 5

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
8. Evaluates student learning and diagnoses student(s) learning difficulty.	4	1		
9. Provides appropriate congnitive encounter for student(s) to insure academic mastery.	4	1		

OTHER RATING SCALE

SUMMARY SHEET

NAME OF OBSERVER (OPTIONAL): PARAPROFESSIONAL

NAME OF OBSERVEE (OPTIONAL): TEACHER

NUMBER OF RESPONDENTS: 7

CHECK ONE: I AM A

RESOURCE TEACHER	___
SCHOOL ADMIN.	___
EVALUATOR	___
TEACHER	___
PARAPROFESSIONAL	X

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
1. Understands course content, major principles, their development and application.	7			
2. Effectively transmits course content to students as evidenced by their mastery of content.	6	1		
3. Selects and devises appropriate activities for effective learning.	6	1		
4. Recognizes and utilizes appropriate learning resources of the school and community.	7			
5. Presents a lucid explanation of course concepts and principles.	7			

OTHER RATING SCALE

SUMMARY SHEET/CONT'D

NAME OF OBSERVER (OPTIONAL): PARAPROFESSIONAL

NAME OF OBSRVEE: (OPTIONAL): TEACHER

NUMBER OF RESPONDENTS: 7

CHECK ONE: I AM A

RESOURCE TEACHER ___

SCHOOL ADMIN. ___

EVALUATOR ___

TEACHER ___

PARAPROFESSIONAL X

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
6. Gathers and interprets data and information in a manner that students find interesting and meaningful.	7			
7. Relates concepts and principles to student experiences.	6	1		
8. Evaluates student learning and diagnoses student(s) learning difficulty.	6	1		
9. Provides appropriate cognitive encounter for student(s) to insure academic mastery.	7			

OTHER RATING SCALE

SUMMARY SHEET

NAME OF OBSERVER (OPTIONAL): TEACHER

NAME OF OBSERVEE (OPTIONAL): PARAPROFESSIONAL

NUMBER OF RESPONDENTS: 5

CHECK ONE: I AM A

RESOURCE TEACHER	___
SCHOOL ADMIN.	___
EVALUATOR	___
TEACHER	X
PARAPROFESSIONAL	___

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
1. Understands course content, major principles, their development and application.	5			
2. Effectively transmits course content to students as evidenced by their mastery of content.	5			
3. Selects and devises appropriate activities for effective learning.	3	2		
4. Recognizes and utilizes appropriate learning resources of the school and community.	2	3		

OTHER RATING SCALE

SUMMARY SHEET/CONT'D

NAME OF OBSERVER (OPTIONAL): TEACHER

NAME OF OBSERVEE (OPTIONAL): PARAPROFESSIONAL

NUMBER OF RESPONDENTS: 5

CHECK ONE: I AM A

RESOURCE TEACHER ___

SCHOOL ADMIN. ___

EVALUATOR ___

TEACHER ___

PARAPROFESSIONAL ___

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
5. Presents a lucid explanation of course concepts and principles.	4			
6. Gathers and interprets data and information in a manner that students find interesting and meaningful.	5			
7. Relates concepts and principles to student experiences.	5			
8. Evaluates student learning and diagnoses student(s) learning difficulty.	4	1		
9. Provides appropriate cognitive encounter for student(s) to insure academic mastery.	3	2		

OTHER RATING SCALE

SUMMARY SHEET

NAME OF OBSERVER (OPTIONAL): RESOURCE TEACHER

NAME OF OBSERVEE (OPTIONAL): TEACHER

NUMBER OF RESPONDENTS: 11

CHECK ONE: I AM A

RESOURCE TEACHER	X
SCHOOL ADMIN.	___
EVALUATOR	___
TEACHER	___
PARAPROFESSIONAL	___

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
1. Understands course content, major principles, their development and application.	8	1	2	
2. Effectively transmits course content to students as evidenced by their mastery of content.	8	1	1	1
3. Selects and devises appropriate activities for effective learning.	5	6		
4. Recognizes and utilizes appropriate learning resources of the school and community.	4	5		1

OTHER RATING SCALE

SUMMARY SHEET/CONT'D

NAME OF OBSERVER (OPTIONAL): RESOURCE TEACHER

NAME OF OBSRVEE: (OPTIONAL): TEACHER

NUMBER OF RESPONDENTS: 11

CHECK ONE: I AM A

RESOURCE TEACHER	X
SCHOOL ADMIN.	___
EVALUATOR	___
TEACHER	___
PARAPROFESSIONAL	___

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
5. Presents a lucid explanation of course concepts and principles.	8	2	1	
6. Gathers and interprets data and information in a manner that students find interesting and meaningful.	6	2	1	
7. Relates concepts and principles to student experiences.	8	2	1	
8. Evaluates students learning and diagnoses student(s) learning difficulty.	7	3	1	
9. Provides appropriate cognitive encounter for student(s) to insure academic mastery.	8	1	1	

NARRATIVE SUMMARY

RESPONSES OF TEACHERS (15)

1. HOW DID YOU BECOME PART OF TITLE VII STAFF?

   Teachers were either assigned, appointed or selected.

2. WHAT DO YOU CONSIDER THE SPECIFIC STRENGTHS OF THE PROGRAM?

   a) Young staff with similar backgrounds and genuine interest in student's welfare.
   b) Assistance received from resource teachers.
   c) Bilingual books allocated to program.
   d) Paraprofessional assistance.
   e) Closer contact with the district office.
   f) Additional monies for materials and texts.
   g) Staff who is willing to help and work together.
   h) Providing for instruction for math and reading in Spanish.

3. WHAT DO YOU CONSIDER THE SPECIFIC WEAKNESS OF THE PROGRAM?

   a) Lack of sufficient personnel.
   b) Lack of physical space
   c) Not enough materials of books.
   d) Several responses indicated a need for a full time resource teacher.
   e) Trying to do too much.

The following questions were answered on a scale of 1 to 5, 1 to 5 being the following:

(1) extremely helpful, (2) somewhat helpful,

(3) helpful, (4) very little help,

(5) no help.

4. The program components as related to promoting pupil learning in class:

1 EXTREMELY HELPFUL	2 SOMEWHAT HELPFUL	3 HELPFUL	4 VERY LITTLE HELP	5 NO HELP
6 Responses	4 Responses	3 Responses	0 Response	0 Response

5. The assistance provided by the program:

1 EXTREMELY HELPFUL	2 SOMEWHAT HELPFUL	3 HELPFUL	4 VERY LITTLE HELP	5 NO HELP
5 Responses	3 Responses	6 Responses	0 Response	0 Response

6. The assistance provided by the paraprofessional:

1 EXTREMELY HELPFUL	2 SOMEWHAT HELPFUL	3 HELPFUL	4 VERY LITTLE HELP	5 NO HELP
8 Responses	0 Response	2 Responses	0 Response	0 Response

7. The materials provided by the paraprofessional:

1 EXTREMELY HELPFUL	2 SOMEWHAT HELPFUL	3 HELPFUL	4 VERY LITTLE HELP	5 NO HELP
6 Responses	5 Responses	5 Responses	0 Response	0 Response

8. The school administration:

1 EXTREMELY HELPFUL	2 SOMEWHAT HELPFUL	3 HELPFUL	4 VERY LITTLE HELP	5 NO HELP
7 Responses	0 Response	4 Responses	3 Responses	1 Response

9. The workshops:

1 EXTREMELY HELPFUL	2 SOMEWHAT HELPFUL	3 HELPFUL	4 VERY LITTLE HELP	5 NO HELP
6 Responses	1 Responses	7 Responses	0 Response	0 Response

The majority of responses were 1, 2, and 3 indicating helpful, somewhat helpful, and extremely helpful. Only question 8 elicited responses of 4, very little help and 5, no help.

10. Describe the materials you received because you are a participant in the program:

a) reading materials (books, kits),

b) textbooks,

c) workbooks,

d) rexograph materials,

e) games,

f) art supplies, science materials,

g) resource room and listening center materials,

h) globe,

i) projector.

11. I would like workshops on the following:

a) changes in teaching of modern math,

b) specific subject workshops,

c) teacher-made materials,

d) workshop way,

e) testing and evaluation,

f) reading in Spanish,

g) Bilingual science,

h) current educational materials in Spanish

i) teaching the gifted,

j) education workshop for parents,

k) reading,

l) setting up a truly bilingual program in a school,

- role of politics
- union resistance
- parent action

12. HOW WOULD YOU RATE THE ACADEMIC LEARNING ACHIEVED BY YOUR PUPILS AS A RESULT OR PARTICIPATION IN THE PROGRAM?

1 ABOVE AVERAGE	2 AVERAGE	3 POOR	4 DON'T KNOW
4 Responses	5 Responses	2 Responses	0 Response

Two (2) responses indicated 1 or 2.

13. HOW WOULD YOU LIKE TO SEE THE PROGRAM MODIFIED? (Recommendations)

a) more Title VII classes,

b) limit number of children to 32,

c) include a physical education program,

d) more paraprofessionals to provide more individualized attention,

e) concentration on a few specific goals,

f) opening bilingual programs to non-Hispanics,

g) including a maintenance bilingual program,

h) full-time resource teacher in a school,

i) include SP classes in bilingual program,

j) more bilingual materials,

k) grouping children according to learning ability,

l) provision for more exposure of models to all other bilingual staff on a distric-wide basis.

One resource teacher responded to the questionnaire. A summary of her responses follows:

She applied for the position as resource teacher in the program. She considers staff training a strength, and lack of funds a weakness. The materials were rated helpful, the administration and the workshops as extremely helpful. Suggestions for program modification include the completion of purchase orders early during the school year so that materials can be used by the children they were intended for, provision should be made for teacher involvement in selecting materials and resource teachers not working at 2 levels, e.g., elementary and intermediate. The resource teacher felt the program should be continued.

RESPONSES OF PARAPROFESSIONALS (6)

1. HOW DID YOU BECOME PART OF TITLE VII STAFF?
   Paraprofessionals were either choser, appointed, assigned or transferred from another school program.

2. WHAT DO YOU CONSIDER TO BE THE SPECIFIC STRENGTHS OF THE PROGRAM?
   a) working in the classroom with the teacher,
   b) following a specific curriculum,
   c) continuing from grade to grade with same children,
   d) improving skills in a bilingual setting.

3. WHAT DO YOU CONSIDER TO BE THE SPECIFIC WEAKNESSES OF THE PROGRAM?

a) lack of specific job description for para-professionals,

b) not enough materials or training,

c) no follow-up of children specials needs, e.g., health.

The following questions were answered on a scale of 1 to 5, 1 to 5 being the following: (1) extremely helpful, (2) somewhat helpful, (3) helpful, (4) very little help, (5) no help.

4. The program components as related to promoting pupil learning in class:

1 EXTREMELY HELPFUL	2 SOMEWHAT HELPFUL	3 HELPFUL	4 VERY LITTLE HELP	5 NO HELP
4 Responses	1 Response	1 Response	0 Response	0 Response

5. The assistance provided by the program:

1 EXTREMELY HELPFUL	2 SOMEWHAT HELPFUL	3 HELPFUL	4 VERY LITTLE HELP	5 NO HELP
3 Responses	1 Response	1 Response	0 Response	0 Response

6. The assistance provided by the paraprofessional:

1 EXTREMELY HELPFUL	2 SOMEWHAT HELPFUL	3 HELPFUL	4 VERY LITTLE HELP	5 NO HELP
3 Responses	0 Response	1 Response	0 Response	0 Response

7. The materials provided by the program:

1 EXTREMELY HELPFUL	2 SOMEWHAT HELPFUL	3 HELPFUL	4 VERY LITTLE HELP	5 NO HELP
2 Responses	2 Responses	0 Response	0 Reponse	1 Response

One (1) response was not available.

8. The school adminsitration:

1 EXTREMELY HELPFUL	2 SOMEWHAT HELPFUL	3 HELPFUL	4 VERY LITTLE HELP	5 NO HELP
3 Responses	1 Response	2 Responses	0 Response	0 Response

9. The workshop:

1 EXTREMELY HELPFUL	2 SOMEWHAT HELPFUL	3 HELPFUL	4 VERY LITTLE HELP	5 NO HELP
3 Responses	2 Responses	0 Response	0 Response	1 Response

10. Describe the materials you received because you are a participant in the program.

Three respondents indicated no materials. The others:

a) language arts and science books,

b) art supplies,

c) dictionaries,

d) Spanish language arts books.

11. I would like workshops in the following:

a) role of the paraprofessional in the classroom,

b) subjects - (intensive with follow-up)

reading	math
art	language arts
music	science
drama	social studies

12. How would you rate the academic learning achieved by your pupils as a result of participating in the program?

1 ABOVE AVERAGE	2 AVERAGE	3 POOR	4 DON'T KNOW
2 Responses	4 Responses	0 Response	0 Response

13. How would you like to see the program modified? (recommendations)

a) more direct contact with teachers and students,

b) teachers and parents should attend workshops together with their own students at their own level,

c) school visitation to get different and additional ideas,

d) more Title VII classes,

e) classroom register should not exceed those determined by Board of Education policy.

EVALUATION OBJECTIVES FOUR AND FIVE

Objective Four which focuses on understanding of cultural heritage and increased cultural awareness was to be measured by teacher evaluation. Objective Five includes Social Studies and was to be measured by teacher-made tests based on the skills outlined in the curriculum guides. No data is available for either of these objectives. However, a series of cultural activities were planned during the school year which were cultural and interdisciplinary. The Mother's Day Program is an example of one of those activities and was very successful. Children performed songs and dances from Hispanic countries and recited poetry. Many schools and several grades attended. Parents also attended and participated in the luncheon which followed. Not only did it increase cultural awareness, but also allowed for teacher and parent communication and participation on a meaningful level.

It also provided an opportunity for inter-school visitation and teacher cooperation. All of these are program objectives and were successfully reached.

The Bilingual Conference was another activity which by its nature and in its development provided the opportunity to successfully attain program objectives. Examples of these are: the cooperation in planning between personnel, a wide variety of workshops about areas of concern, participation of parents and participation of children in cultural activities.

The impact of these activities on pupils has not been determined by objective means. Increased parent participation and parent-teacher interaction during positive activities may help to develop a more effective learning environment for the pupils which directly affects pupil growth.

CONCLUSION

The Comprehensive Approach to Bilingual Education in its effort to develop a model of comprehensive educational planning through the use of its district resources, is moving toward achieving many of its objecives. The following was realized:

1. The Inter-American Reading Tests scores indicate a mean increase in grades 1 - 4, 6 and 7 which is significant at .05 level. No other objective data

are available to measure growth in English proficiency or reading.

2. Student achievement in the area of social studies including cultural knowledge was to be measured by teacher-made tests, however, no data are available.
3. The self-rating, other rating scales and questionnaires provide subjective feedback from staff about the program. Generally, the evaluation of self, staff, program, and its components is positive.
4. The program, through its planned activities, has successfully involved parent and community in the educational process.
5. The program employs a wide variety of learning strategies and materials to meet student needs.
6. In general, teachers and paraprofessionals express satisfaction with the success of training workshops and additional material and personnel resources supplied by the program.

RECOMMENDATIONS

The following recommendations include a summary of suggestions offered by resource teachers, teachers, administrators and paraprofessionals as a result of interviews, observations and questionnaires.

1. Test data should be made available to the classroom teacher as early as possible.
2. Staff workshops should include test development

in cultural knowledge, in order to measure pupil progress.

3. Coordination should be developed between CES 88 and CES 90 to minimize loss of children and to provide continuity in the Title VII bilingual learning experience.
4. Involved teachers who need training and can benefit from workshops and resoureces, should participate in the program.
5. Training workshops should provide information about different Hispanic groups in order to provide a multi-cultural learning environment.
6. More flexible schedules should be allowed to enable resource teachers to develop materials and attend

7. Paraprofessionals -
   a) Where possible, match interests and skills to the assignment.
   b) Plan separate training sessions to provide for specialized needs of paraprofessionals.
   c) Assign an auxiliary teacher-trainer for paraprofessionals.
   d) Increase the number of paraprofessionals.
8. English as a second language instruction should always be taught by a licensed person with appropriate credentials.

9. Funding for instructional materials and aids should be increased.
10. Teachers should be involved in planning, including needs assessment.
11. Learning objectives, as outlined in the proposal, should be more specific.
12. The use of behavioral objectives or learning objectives as opposed to aims would provide more specificity to lessons and teaching.
13. Teachers should use more illustrative concrete materials to develop understnding of new concepts and vocabulary, and begin with concrete and proceed to the abstract.
14. Teachers should use children's experiences knowledge in which to base new learning of concepts and skills.
15. Evaluation needs to be an ongoing process during the school year.
16. Evaluation objectives should separate the various groups of children according to language facility and place of birth of year in the United States. For example: English dominant, U.S. born; English dominant, foreign born. Averaging all of the children together does not provide information about the needs of the various groups and makes it appear that progress in English language usage or reading proficiency is uniform. Separating the groups could provide valuable information for program implementation.

APPENDICES

APPENDIX A

TEACHER/PARAPROFESSIONAL
QUESTIONNAIRE

SCHOOL_____ GRADE(S)_____ DATE_____

CHECK ONE:

TEACHER

PARAPROFESSIONAL

1. How did you become part of Title VII staff?
2. What do you consider to be the specific strengths of the program?
3. What do you consider to be the specific weakness of the program?

Please respond to questions 4-9 using the scale of 1 to 5 and circling the appropriate number.
(1) extremely helpful, (2) somewhat helpful, (3) helpful, (4) very little help, (5) no help.

4. The programs components were: 1, 2, 3, 4, 5, in promoting pupil learning in the class.
5. The assistance provided by the program was: 1, 2, 3, 4, 5.
6. The assistance provided by the paraprofessional was: 1, 2, 3, 4, 5.
7. The materials provided by the program were: 1, 2, 3, 4, 5.
8. The school administration has been: 1, 2, 3, 4, 5.
9. The workshops were: 1, 2, 3, 4, 5.

TEACHER/PARAPROFESSIONAL
QUESTIONNAIRE

SCHOOL_____ GRADE(S)_____ DATE_____

CHECK ONE:

TEACHER

PARAPROFESSIONAL

10. Describe the materials you received because you are a participant in the program:

11. I would like workshops in the following:

12. How would you rate the academic learning achieved by your pupils as a result of participating in the program?

    1) above average
    2) average
    3) poor
    4) don't know

13. How would you like to see the program modified? (recommendations)

14. Do you feel the program should be continued?

    Yes ☐
    No ☐

APPENDIX B

SELF-RATING SCALE

NAME OF OBSERVER (OPTIONAL): _____

NAME OF OBSERVEE (OPTIONAL): _____

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
1. Understands course content, major principles, their development and application.				
2. Effectively transmits course content to students as evidenced by their mastery of content.				
3. Selects and devises appropriate activities for effective learning.				
4. Recognizes and utilizes appropriate learning resources of the school and community.				
5. Presents a lucid explanation of course concepts and principles.				
6. Gathers and interprets data and information in a manner that students find interesting and meaningful.				
7. Relates concepts and principles to student experiences.				

APPENDIX B

OTHER RATING SCALE/CONT'D

NAME OF OBSERVER (OPTIONAL): _____

NAME OF OBSERVEE (OPTIONAL): _____

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
8. Evaluates student learning and diagnoses student(s) learning difficulty.				
9. Provides appropriate cognitive encounter for student(s) to insure academic mastery.				

APPENDIX C

OTHER RATING SCALE

NAME OF OBSERVER (OPTIONAL): _____

NAME OF OBSERVEE (OPTIONAL): _____

CHECK ONE: I AM A

RESOURCE TEACHER ____

SCHOOL ADMIN. ____

EVALUATOR ____

TEACHER ____

PARAPROFESSIONAL ____

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
1. Understands course content, major principles, their development and application.				
2. Effectively transmits course content to students as evidenced by their mastery of content.				
3. Selects and devises appropriate activities for effective learning.				
4. Recognizes and utilizes appropriate learning resources of the school and community.				
5. Presents a lucid explanation of course concepts and principles.				

APPENDIX C

OTHER RATING SCALE/CONT'D

NAME OF OBSERVER (OPTIONAL): _____

NAME OF OBSERVEE (OPTIONAL): _____

CATEGORIES	HIGH 1	2	3	LOW 4
THE OBSERVEE:				
6. Gathers and interprets data and information in a manner that students find interesting and meaningful.				
7. Relates concepts and principles to to student experiences.				
8. Evaluates student learning and diagnoses student(s) learning difficulty.				
9. Provides appropriate cognitive encounter for student(s) to insure academic mastery.				